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WAYS OF EDUCATIONAL SYSTEM PERFECTION IN TOURISM SPHERE IN TERMS OF GLOBALIZATION

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Ways of Educational System Perfection in Tourism Sphere in Terms of Globalization

In this article the key problems of contemporary economic education in tourism are considered; the influence of globalization on transformation of education is analyzed. Also, the determinative influence of educational system on the forming of social and cultural as well as personal identity is motivated.

Defines the main tasks of improving the system of tourist education, identifies the key imperatives in relation to the strategic vectors of its development. Are vectors of improvement of professional education in the sphere of tourism, stresses that its development should follow the path of interpenetration and mutual enrichment of internal and external educational environment. In the internal environment, you must take the most effective and innovative methods, but with unconditional consideration of the peculiarities of Russian education and the nature of needs in specialists for the national economy.

The main tasks on the way of perfection the system of education in tourism are emphasized; the key imperatives to the strategic vectors of development are discovered.

Key words: education, globalization, education in tourism sphere.

Problem statement of educational system perfection in tourism sphere in terms of globalization necessitates thinking on globalization essence in principal.

Massive world changing has caused one of the most contradictive phenomenon in contemporary world and culture – globalization. Together with positive aspects, such as communication development, intensification of cultural cooperation etc, globalization has bred very serious problems, for example, problem of destroying the cultural-thought pattern of the certain nation under the influence of mass culture.

Globalization of modern society has both positive and negative impact on the educational system. Positive aspects are negation of exclusivity of the certain society and proclamation of sociability in scientific, cultural, social and political spheres. Among negative sides are the fact that globalization influences on the functions and purposes of education; it also changes the rating-professional model and puts into this model the principals of 'middle-ground' in economy and utilitarianism [1, p. 83].

A lot of scientific efforts are devoted to the discussion of globalization essence, its effects on economy, policy and culture. In recent decades we can see a remarkable interest to this problem in popular scientific literature. Philosopho-culturological ground of large-scale civilization processes, consideration the problem of culture dynamics and development as well as valuable globalization aspects have reflected in scientific work of V. P. Bolshakov, V. A. Konev, M. K. Mamardashvili, V. M. Mezhuiev, V. A. Meyder, A. P. Markov, V. M. Rozin, N. N. Suvorov, G. L. Tulchinskiy, A. Y. Fliyer, S. S. Khoruzhiy, Y. M. Shor. In these studies the following direct consequences of globalization are pointed out: diminishing and generalization of modern culture, inflation of values and spirits. To our mind, it is essential to lay bare the destruction ideas of globalization, its consequences and influence on the system of education.

Y. Lotman noted, 'Now the attempt of creation world economic and cultural field is being made. However, the unity is not in the situation when everything is alike. 'Understanding', which we are so eager to rich, is only the one side of the medal. The other necessary and essential side is 'misunderstanding' and it makes the first one very important, valuable and sensible. We should see our future as not the lack of national borders, but as understanding of the necessity of the foreigner, dissentient who is painfully essential for me and makes my "bitter" happiness' [2, p. 120 – 121].

We suppose that future of education is not in the unification and standardization of all national educational systems, but in the possibility of realizing the principles of pluralism, in the existence and development of original systems and educational models, in the growth of difference and particularity.

At the same time, the problem of globalization influence on the educational systems cannot be considered in isolation from the general problems in the higher level: World, European and Russian problems, which are connected with education quality improvement as comprehensive and supranational system. Development of modern society is considerably based on the level of education. From the other side, world society lays down conditions (some imperatives) to the system of education and upbringing. These direct and indirect links set strategic goals and tasks to develop education as integral system.

That is why it is seen essential to find out globalization influence onto the transformation of education as well as to estimate the ways of educational system perfection.

It is essential to mention that goals and tasks of European education differ from Russian education. European education is more pragmatic and oriented mainly on market approaches, principles and circumstances. The system of 'market-type' higher education operates in the majority of Industrialized Countries. In this tradition, education is seen as the sphere of educational services, which has been created to satisfy the needs of population and production structures, oriented on personal choice depending on individual goals, social claims and financial abilities of citizens. Educational institution mainly becomes mainly an administrative structure, which is in a greater degree oriented on 'searching the facilities to achieve some certain goals' [3, p. 39]. European model of education is based on practical requirements of modern society and aimed on training application-oriented specialists. The main characteristic of such kind of education is its practical orientation, where the main emphasis is put on vocational training.

It is very important to make a thoughtful evaluation of those global transformations, which have an impact on the current education reforms. It is not worth thinking that we should not exercise due diligence and criticize the reforms themselves when entering the process of changes and reconstruction. 'In particular the societies and structures, which are being reformed and therefore become unstable and developing, demonstrate their potential, i.e. the ability of generating new ideas,

... new processes, i.e. variants and alternatives of system development [4, p.8]. There is a possibility and evaluation of new ideas in the context of transformation. It is a different matter what kind of practical sense the ideas and educational standards will get, 'how will they serve the cause of humanization, intellectual and morally-psychological safety of nation – all these aspects depend on the State and common sense of education officials' [5, p. 4].

Nowadays, the pace of global changing demands constant evolution of teaching, it is also important to engage scientific research into the educational process. At present time consumers dictate terms to the results of educational process. Many research workers believe that the main problem of European education is problem of survival, which may be solved only by the means of satisfaction the insistence on high standards from the employers, and this insistence constantly grows up. We should note that market of educational services and market of employers are integrated with the general requirement – graduates, professionals have to solve problems of different levels by themselves, effectively, and these problems are often unstructured.

On the basis of this paradigm, nowadays special focus is on the development of Excellence Model, created by European Foundation for Quality Management (EFQM). There are eight fundamental concepts of business excellence provided in the most representative European EFQM Excellence Model:

- 1) attention to the service receiver – to the student and there through to the employer;
- 2) result-oriented performance;
- 3) leadership and consistency of purpose;
- 4) process approach to management based on facts;
- 5) partnership development;
- 6) development and commitment of personnel;
- 7) corporate and social liability;
- 8) constant training, innovation and improvement.

The analysis of these concepts in relation to a certain educational institution allows formulating the directions of education quality improvement in travel business. The excellence model for a university is represented by advisory action lines supplemented by nine criteria, five of which are “opportunities”, and four of which are “results”. The opportunities being used lead to certain results. For example, opportunities for managers as leaders correspond to the results of educational institution performance and new initiatives implemented. Application of this quality system in European higher educational institutions revealed in some cases low level of competence among bachelors and masters.

Such modified approach is also applied in Russian higher educational institutions that are reflected in current performance requirements to certification and accreditation of higher educational institutions of Russia. However, integration into the world economy, ambiguity of globalisation, development of market relations, and many other factors have resulted in an objective need to estimate and reconsider goals, objectives, forms and methods of strategy and tactics for training of professionally competent graduates – specialists, bachelors and masters.

Fundamentally changed social system, increased demand for higher education, insufficient number of state-funded place in higher educational institutions, on the one side, and emerged opportunities to educate students on a commercial basis, on the other side, have led to many new non-state commercial educational establishments. The total number of places in Russian higher educational institutions with various forms of ownership per 1,000 residents became the highest in the world; however, the quality of education began decreasing drastically. As a result, formal requirements for specialists in economics were satisfied, but decrease in quality of education, knowledge and skills of the Russian universities graduates became inconsistent with not only strategic objectives of education, but also current issues concerning making smart decisions in economic sectors and national economy companies.

Thus, for example, less than half of leaders have professional economic education in the travel business, and training of travel service personnel is mainly

focused on liberal studies, language and social skills, appearance, behaviour, general cultural level. Meanwhile, there is an opinion nowadays that overproduction of economists takes place in our country. It is crucial to specify though – this entails overproduction of bad economists and managers. It is worth mentioning that in high-developed Japan each worker is taught the basic economic knowledge, economic calculations and ability to estimate the proposals of a worker to improve production.

In the system “development – project justification – presentation” when solving complex tasks concerning economic justification of projects in the sphere of tourism, presentation acts as the key requirement and argument for the customer to make final decision, whereas the actual development and the business plan analysis is of marginal importance. However, real creditors and professional investors “patch up” such projects and decisions essentially. After all, it is what it is – undeveloped tourism in the country with high cultural, tourism and recreation opportunities.

We believe that today it is necessary to develop the training of personnel with higher education for the travel business in the following directions:

- First, the following concepts should be differentiated clearly: Personnel training at the expense of the budget public funds (the state order); personnel training at the expense of companies and organisations for further work in certain companies; education at the expense of students. Paying for their education, students and probably their relatives do not always consider it necessary to work in travel companies right away after receiving a higher professional education diploma. Some of them acquire second specialisation “just in case”, others go into higher education in travel business sphere due to the specialty being popular and the university being prestigious. And despite the constantly increasing prices for education, the number of such students do not decrease but rather increase that interferes the statistics of balance between the demands of the national economics and personnel training. In our view, this situation is not negative.

- Second, we have a situation today where objectively there are few applications from travel companies willing to pay for education of students. Employers, when taking new employees, prefer educated specialists even though they

have a little working experience in the considered sphere. In small companies with high financial risk (which is very typical for tourism), they take specialists from the outside very reluctantly and offer them low positions that do not require higher education. We should note, however, that such employees have no strategic knowledge, and their work is reduced to repetition of operations worked out once. Probably the reason for underestimating the training of highly educated personnel for travel companies reflects the mentality of many owners and managers of such companies that really see only near-term perspective of financial, economic and industrial activity.

- Third, practically absent competition from more developed foreign companies does not stimulate sufficiently the development of productive activity spheres. Russian tourist agencies often act as intermediaries in implementation of the tourism product. However, training of intermediaries and service personnel does not require higher professional education. Tourism belongs to market industry as far as it is a commercial activity that exists and develops at the expense of tourists as the main consumers of the services paid. Tourist is the main investor, but only a professional, an economic manager can dispose of these investments correctly. Therefore any claims for financial support from the government for development of such highly profitable activity as tourism look like a paradox. Travel business includes both commercial enterprises and socially important objects, fully or partially financed by the government and the local authority budgets (museums, parks, gardens, architectural complexes, monuments, etc.). The state funds should be allocated for these very sites of tourists' attraction, which form not only the culture of tourists, but also the one of citizens of the country; in case of funds insufficiency they can seek for help from the tourist companies, for example, by establishing tourist rents.

- Fourth, decrease of general educational and cultural level has a negative impact on quality of specialists training.

- Fifth, special attention should be paid to acquisition of practical skills by the students. We consider it reasonable to employ students to the corresponding position under contracts with their practical training centres for their practical training

period. In this case, it will be the composition of practice and education. It is necessary to enforce the stimulating influence of students' participation in research works, SNU meetings, scientific conferences and seminars, tenders, grants, that in turn shall serve as a factor of science, practice and education integration.

There is a reason to believe that further improvement of education in the travel business sphere in the context of globalisation has to follow the path of external educational environment interpenetration and complementarily. In the internal environment, one should take the most effective conditions and innovative methods specific to the educational environment, but unconditionally taking into account the peculiarities of Russian education and nature of the demand for specialists in the national economy. In the external environment, one should take into account the requirements of Russian employers to the quality of education, abilities, skills, competences of the graduates for the travel companies.

The mission of the higher school is to train highly skilled specialist seeking to gain fundamental knowledge, ready to pursue professional market-based economic and business activities, and to provide high-quality education in compliance not only with national but also international standards. Using the progressive Russian scientific and teaching potential with the involvement of international experience will, of course, increase the quality of Russian specialists' education.

Thus, summing up, we may conclude the following: in the context of globalisation, Russian level of economic education in the travel business sphere, its quality, efficiency and demand in the employment market is going to have a competitive advantage if the composition of foreign and national experience allows providing high-level education. In other words, professional in the tourism sphere is a well-educated, intelligent person, who can make reasonable forecast and take independent, responsible decisions in travel business in terms of economy and finances.

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Архіпова О. В., Тішукова Н. О.

Шляхи удосконалення системи освіти в сфері туризму в умовах глобального світу

У статті розглядаються ключові проблеми сучасної економічної освіти в туризмі, аналізується вплив глобалізації на трансформацію освіти. Авторами обґрунтовується значний вплив системи освіти на формування соціально-культурної та особистісної ідентичності.

Визначаються основні завдання на шляху вдосконалення системи туристської освіти, виявляються ключові імперативи по відношенню до стратегічних векторів його розвитку. Також намічаються вектори вдосконалення професійної освіти у сфері туризму, підкреслюється, що його розвиток повинен йти шляхом взаємопроникнення і взаємодоповнення внутрішнього і зовнішнього освітнього середовища. У внутрішньому середовищі необхідно застосовувати найбільш ефективні умови та інноваційні методи, але з безумовним урахуванням особливостей російської освіти і характеру потреб у фахівцях для національної економіки.

Ключові слова: освіта, глобалізація, освіта в сфері туризму.

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Пути совершенствования системы образования в сфере туризма в условиях глобального мира

В статье рассматриваются ключевые проблемы современного экономического образования в туризме, анализируется влияние глобализации на трансформацию образования. Авторами обосновывается определяющее влияние системы образования на формирование социально-культурной и личностной идентичности.

Определяются основные задачи на пути совершенствования системы туристского образования, выявляются ключевые императивы по отношению к стратегическим векторам его развития. Также намечаются векторы совершенствования профессионального образования в сфере туризма, подчеркивается, что его развитие должно идти по пути взаимопроникновения и взаимодополнения внутренней и внешней образовательной среды. Во внутренней среде необходимо принять наиболее эффективные условия и инновационные методы, но с безусловным учетом особенностей российского образования и характера потребностей в специалистах для национальной экономики.

Ключевые слова: образование, глобализация, образование в сфере туризма.

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